

Assessment: Assessment Plan

Degree Program - COE - Higher Education Research (PHD)

CIP Code: 13.0601.00

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Program Purpose Statement: Graduates of the Ph.D. in Higher Education Research program will lead the identification, analysis, evaluation and application of critical research that addresses higher education issues related to multiple and diverse populations and a variety of sociocultural contexts domestically and internationally.

Assessment Coordinator: Kara Page

Modality: Face-to-Face

Student Learning Outcome: Demonstrate Scholarly Skills in Higher Education Research

Utilize the findings of critical inquiries to propose alternative policies, practices, and strategies for higher education.

Outcome Status: Active

Outcome Type: Student Learning

Start Date: 01/01/2015

Assessment Methods

Course Level Assessment - End of course assessment for the first semester of enrollment for PhD students is EDHE-6311 - Doctoral Seminar, where students complete a comprehensive literature review. The comprehensive literature review is focused on a topic in higher education and is the assignment for this learning outcome. Students select a topic of their choice related to higher education and produce a 15-20 page comprehensive literature review on the topic. The students will then develop a Research Proposal based on an analysis of the literature review. The purpose of this assignment is to assess students' foundational knowledge of higher education and their ability to write at the doctoral level. The overall outcome of this assessment is to identify student writing and critical analysis skills. (Active)

Criterion: Score on the 5-pt. Likert-scale rubric of 80% or better (EDHE-6311).

Schedule: Each fall term.

Related Documents:

[EDHE_6311_Fall_2019_rubric.pdf](#)

Faculty Assessment - A holistic End of Semester Student/Course Evaluation is conducted on each PhD student and course by the program faculty teaching the course. Faculty assess students' time management, preparation, writing, cognitive skills such as critical thinking, among others skills and competencies. In addition, faculty assess course curriculum and self-assess their own performance. Student development is triggered from this assessment. (Active)

Criterion: Student development needs are triggered from this assessment. If student remediation is required it triggers intrusive advising and an early alert letter outlining development needs and timelines for development completion (green, yellow, or red light letter). Development options for students include: none needed; repeat relevant academic course(s); re-attend specific course lectures in weak area(s); take an oral/verbal exam; mandatory writing remediation at a college-level writing center (must be approved and documentation required); and/or mandatory enrollment in a graduate-level writing class – must be approved and documentation required.

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Schedule: End of each semester.

Related Documents:

[faculty_student_assessment_survey.pdf](#)

Student Learning Outcome: Conduct Research in Higher Education

Design, develop, and conduct scholarly and theoretical research utilizing various methodologies and types of data appropriate for higher education subject matter.

Outcome Status: Active

Outcome Type: Student Learning

Start Date: 01/01/2015

Assessment Methods

Qualifying Exam - EDHE 6370/EDHE 7000: Common rubric utilized beginning in Fall 2014 forward. Analysis of students scores aggregated and returned to faculty for review. (Active)

Criterion: 3 (satisfactory) or higher on Qualifying Exam rubric

Schedule: Aggregate at the end of each calendar or academic year.

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Schedule: Each semester.

Student Learning Outcome: Utilize Research Findings to Propose Solutions

Utilize the findings of critical inquiries to propose alternative policies, practices, and strategies for higher education.

Outcome Status: Active

Outcome Type: Student Learning

Start Date: 01/01/2015

Assessment Methods

Qualifying Exam - EDHE 6370/EDHE 7000: Common rubric utilized beginning in Fall 2014 forward. Analysis of students scores aggregated and returned to faculty for review. (Active) (Active)

Criterion: Rubric

Schedule: Normal course sequence.

Related Documents:

[qualifying_exam_rubric.pdf](#)

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Criterion: Student development needs are triggered from this assessment. If student remediation is required it triggers intrusive advising and an early alert letter outlining development needs and timelines for development completion (green, yellow, or red light letter). Development options for students include: none needed; repeat relevant academic course(s); re-attend specific course lectures in weak area(s); take an oral/verbal exam; mandatory writing remediation at a college-level writing center (must be approved and documentation required); and/or mandatory enrollment in a graduate-level writing class – must be approved and documentation required.

Schedule: End of each semester and as needed.